

This Outline provides extracts derived directly from the Curriculum Council Syllabus document along with the structured teaching and assessment program prepared by the staff of the English Department, Leeming Senior High School, in response to those expectations and guidelines. The primary document the *Curriculum Council English 2012* syllabus document [in full] may be accessed on the Department wiki: LeemingEnglishDepartment.wikispaces.com

UNIT 3AENG

Unit description

The unit description provides the focus for teaching the specific unit content.

The focus for this unit is **language and identity**. Students examine constructions of identity, for example, those associated with age, gender, class, ethnicity, religion and occupation that are intimately related to social, cultural and political contexts.

Students study the way in which identities are expressed, constructed, represented and critiqued through language. They examine the relationships between people's sense of identity and the way in which they use language and view themselves, other people and the world in which they live.

Students learn to critically interpret the relationship between particular uses of language and texts on the one hand and conceptions of identity on the other.

Students develop oral, visual and written language skills by learning to produce texts in a range of genres which explore, produce, challenge and/or subvert conceptions of identity.

Suggested learning contexts

Within the broad area of **language and identity**, teachers may choose one or more of the suggested learning contexts (this list is not exhaustive):

- **Personal: expressions of identity.**
- Social: students' membership of particular social groups and representations of different social contexts; language and representations of identity associated with members of other social groups.
- Vocational/academic: particular vocations e.g. those associated with current work/study or future aspirations.
- Cultural: representations of identity in literary, non-fiction and/or mass media texts.

Unit content

It is recommended that students studying Stage 3 have completed Stage 2 units at a C grade or better as the assumption is that students enter the course with pre-existing competencies. The development of those competencies will, at this Stage, require considerable sophistication and depth.

This unit includes knowledge, understandings and skills to the degree of complexity described below. This is the examinable content of the course.

Conventions

Word usage and grammatical conventions

- tone
- vocabulary
- syntax and punctuation
- spelling
- role of word usage and grammatical conventions in constructing conceptions of identity and otherness
- relationship between sociocultural context, language and identity.

Textual conventions

- language conventions associated with constructions of identity, for example, the role of connotation in reflecting and shaping ideas
- relationship between generic conventions and conceptions of identity.

Contextual understanding

Context

- influence of situational, social and economic contexts on production and reception of constructions of identity
- influence of previous and co-existing texts on constructions of identity.

Purpose

- comprehending and composing texts in terms of conceptions of identity
- constructions of identity as social, rather than individual
- situational, social, political, economic and cultural purposes served by constructions of identity and otherness
- dominant and subordinate ideologies
- challenges to dominant constructions of identity.

Audience

- role of audiences in influencing constructions of identity and otherness
- influence of situational and sociocultural context on audience responses
- ability of audiences to challenge/resist constructions of identity.

Processes and strategies

Accessing and generating ideas and information

- use of a variety of reading practices
- productive reading strategies such as overviewing, scanning and skimming
- note-making
- oral protocols associated with resolving disagreements or conflicts
- resistant reading, writing, viewing and oral practices.

Processing and organising ideas and information

- note-making, planning, conferencing, drafting, revising, editing, proofreading and rehearsal strategies
- comparing and synthesising ideas and language in texts
- comparing constructions of identity and otherness
- reconstructing information and ideas in different forms, for different purposes and audiences
- maintaining comprehension when dealing with more complex language
- comparing, contrasting, evaluating and synthesising ideas in different texts to arrive at own conclusion
- identifying selection, omission and emphasis
- identifying and critiquing nuances of word usage and grammatical conventions
- reading on different levels.

Reflection and evaluation

- reflection on the influence of language on construction of identity
- the influence of culture on construction of identity and the influence of identity on one's use of language
- critiquing and evaluating constructions of identity and otherness
- reflection on one's own use of language in relation to identity
- reflection on the influence of situational and sociocultural influences on one's own use of language and conceptions of identity.

Compulsory text types

Students studying this stage in their final year are required to use the text types for the WACE examination listed on page 6 of the Syllabus Document.

The Stage 3 WACE examination design brief clarifies how students will be expected to demonstrate their understanding of the course content using the listed text types.

Unit 3BENG

Unit description

The unit description provides the focus for teaching the specific unit content.

The focus for this unit is **language and ideas**. Students explore the way language is used to present ideas and how this varies among particular fields, genres and discourses. They examine the discursive and generic conventions, approaches to interpretation and presentation associated with selected fields, vocations and/or discourses and the ways in which these differ from each other.

Students learn how the use of language, the presentation of knowledge and the representation of ideas vary across particular fields, genres and/or discourses. Students consider the possible assumptions underlying the way in which language is used, in which knowledge is presented and in which ideas are represented. They consider the possible attitudes, values and ideologies associated with those assumptions. Choice of language might imply particular attitudes; the way knowledge is presented might be the product of particular values; and the way an idea is represented in a text might have been influenced by a particular ideology.

Students learn to use their understanding of the ways in which language is used, knowledge is presented and ideas are represented to create their own texts in various fields, genres and discourses. Students learn that their own texts promote and are influenced by particular attitudes, values and ideologies.

Suggested learning contexts

Within the broad area of **language and ideas**, teachers may choose one or more of the suggested learning contexts (this list is not exhaustive):

- Personal: personal constructions of ideas.
- Social: everyday social discourses.
- Vocational/Academic: different vocations and disciplines.
- Cultural: different approaches to literary and cultural studies.

Unit content

It is recommended that students studying Stage 3 have completed Stage 2 units [with a C grade or better].

This unit includes knowledge, understandings and skills to the degree of complexity described below. This is the examinable content of the course.

Conventions

Word usage and grammatical conventions

- tone
- vocabulary
- syntax and punctuation
- spelling
- variations in word usage and grammatical conventions among disciplines, vocations and/or theoretical approaches
- levels and nature of connotation in language associated with different disciplines, vocations and/or contexts.

Textual conventions

- variations in generic conventions among fields, discourses and/or contexts, such as tone, voice and mode of address
- oral protocols in resolving disagreements or conflicts.

Contextual understanding

Context

- relationship between context and specialist language
- effect of context on approaches to ideas such as its role in valuing particular areas of investigation, forms of evidence and modes of presentation.

Purpose

- purpose/s of texts associated with particular fields, discourses and/or contexts
- influence of particular approaches to ideas and uses of language on the circulation of ideas in society and in creating dominant and subordinate understandings of the nature of the world
- relationships among approaches to ideas, language and ideology

- variations in what are considered appropriate sources of information and forms of evaluation among different fields, discourses and/or contexts.

Audience

- assumptions about audiences for texts associated with particular fields, discourses and/or contexts.

Processes and strategies

Accessing and generating ideas and information

- individual and group strategies for interpreting and producing new or unfamiliar language and genres and for processing new information, ideas or concepts
- variations in definitions of what constitutes an object of inquiry or problem among different fields, discourses and/or contexts
- assessing authority and reliability of sources
- dealing with conflict and disagreement.

Processing and organising ideas and information

- individual and group strategies for interpreting and producing new or unfamiliar language and genres and for processing new information, ideas or concepts
- adopting different reading practices
- comprehending and using complex syntax
- comprehending and producing complex textual, linguistic and/or semantic patterns
- discerning and interpreting linguistic and cultural nuances and complexities
- identifying and using specialist generic conventions
- synthesising ideas from a range of sources
- identifying gaps and silences.

Reflection and evaluation

- note-making, planning, conferencing, drafting, revising, editing, proofreading and rehearsal strategies
- evaluating coherence and consistency of ideas
- evaluating use of evidence, logic and argumentation
- comparison of texts
- identifying and evaluating implicit assumptions, beliefs and values
- critiquing texts in terms of contextual influence
- evaluating texts in terms of their possible social impact.

Scheme of Assessment- UNIT 3A

 Language and Identity		Outcome 1 Listening & Speaking	Outcome 2 Viewing	Outcome 3 Reading	Outcome 4 Writing	Mark	Course Total %	Weeks (guide only)
Response/ Investigation	<p>Focus: the characterisation of individuals through texts that tell stories or reveal information about people's lives, and a consideration of the things that influence the construction and reading of these texts.</p> <p>Read a number of short stories that show representations of age, gender, race, ethnicity, class, religion, nationality, occupations and intersections of these. Students will focus on the relationship <u>between language and identity</u> in their study of these representations.</p> <p><i>Task: Reading/ comprehension Common Test – two days notice of question – no notes allowed</i></p>			✓	✓	20	20%	1-4
Written/ Visual Production	<p>View a number of documentary texts that focus on particular groups and issues in society. <i>Task: In class, unseen question focusing on groups, issue representations</i></p>		✓		✓	15	30%	5-7
	<p>Image Analysis – select one of three images and comment on the representation of gender, ethnicity or cultural identity</p> <p><i>Task: In class, unseen image analysis – essay response</i></p>					15		8-10
Investigation and Production (Oral)	<p>Examine how texts reflect and contribute to a reader/viewer's sense of national identity. The focus will be on issues, ideology and argument.</p> <p><i>Task: Present a persuasive speech related to the investigation.</i></p>	✓	✓			20	20%	Term 2 1-4
Revision and EXAMINATION	<p>Students are provided with opportunities to consolidate their achievement in the English Outcomes.</p> <p>The Examination will focus on language, identity and representation and will require a comprehensive knowledge of studied texts and will also require application of concepts learnt to unseen texts.</p>		✓	✓	✓	30	30%	5 Wks 6/7
Journal Activity	<p>Homework/Training Activity [teacher discretion]</p> <p>Students will prepare a journal task fortnightly during the course starting Week 4/5. This task is considered compulsory skill practice. It has been designed with the intent of broadening student context, allowing practice of the concepts being taught and providing exposure to a broader range of text types than can be explored during the teaching program. It is expected that this activity will provide the students with added depth, and intertextual references. As it will provide evidence of all outcomes the assessment value, while minimal, will be included in/drawn from all other set tasks</p>	✓	✓	✓	✓		Imbedded 5%	On-going Fortnightly

Please note that this document is subject to change at the discretion of the English Department and occasionally the needs of each class. For example, an individual teacher may choose to reverse the order of this document or interpret a task differently to suit the needs of their selected text. You will be advised of any changes.

An excursion to a live theatre performance will be arranged during Semester One and will be considered a compulsory activity in order to provide students with the experience essential to the analysis of Drama. This experience will be followed by class discussion and it is expected that students will respond in writing by preparing a Journal Response.

All students are expected to maintain a portfolio of work [in a document wallet in the classroom file system]. This file will include the formative work for each task and this work may be used to inform assessment of levels of achievement in each Outcome – particularly in the event of a concessional grade. Students are advised to complete all class and homework activities, maintain an up to date working portfolio and store all assessed work in the pre-arranged, easily accessible, location. Students may have their Listening and Speaking skills assessed during class activities.

In June an excursion has been arranged for Stage 2 and Stage 3 students to the Curtin University English/English Literature Conference. This conference is designed to allow students access to key figures/speakers in the area of English Studies, including members of the Curriculum Committee and the Examination Panel. Students will attend a day of seminar sessions presented by these academics and will be provided with key pointers and synopses of syllabus concepts in preparation for the WACE exam. All students are expected to attend.

Additionally, in recognition of the value of modelling, students will be expected to purchase Good Answers 2011 from the Bookshop and to read it closely. Students will prepare a journal response identifying and explaining insights provided by this reading.



Individual identity in texts

Essential Content from 3A- Unit Outline	Task type	description and core concepts
<p>CONVENTIONS</p> <ul style="list-style-type: none"> Use and manipulation of generic codes and conventions of non-fiction texts. Role of language in representing identities and positioning audiences. <p>CONTEXTUAL UNDERSTANDING</p> <ul style="list-style-type: none"> Influence of situational, social and economic contexts on production and reception of constructions of identity. Influence of previous and co-existing texts on constructions of identity in language. Constructions of identity as social, rather than individual, constructions. Roles of audiences in influencing constructions of identity. Influence of situational and socio-cultural context on audience responses. Ability of audience to challenge/resist constructions of identity. <p>PROCESSES AND STRATEGIES</p> <ul style="list-style-type: none"> Use a variety of reading practices and reading on different levels. Productive reading strategies such as over-viewing, scanning, skimming, notemaking. Comparing and synthesising ideas and language in texts, maintaining comprehension when dealing with more complex language. Comparing, contrasting, evaluating and synthesising constructions of identity and arriving at own conclusions. Identifying selection, omission and emphasis. Identifying and critiquing nuances of word usage and grammatical conventions. Analytical and critical approaches to texts. Reflecting on the influence of language and culture on construction of identity. Critiquing and evaluating constructions of identity. 	<p>Response</p>	<p>Students will consider the characterisation of individuals through texts that tell stories or reveal information about people's lives including (but not restricted to) short stories, feature articles, biographies, memoirs, autobiographies, diaries, journals, personal letters, web-logs, web-sites, chat forums. (Non-print texts may be examined in the journal activity as secondary texts to explore the unit concepts.)</p> <p>Students will be shown how the same subject may be constructed or critiqued differently in different texts and how these may be transferred to groups. (Examples: Celebrities such as Adolf Hitler, Gough Whitlam, Kurt Cobain, Princess Diana, Shane Warne...</p> <p>This will be linked to national identities – Australians as yobbos/sportsmen/bushmen/ANZACs)</p> <ul style="list-style-type: none"> Students will learn that non-fiction texts do not provide images of people exactly as they are, they are merely versions of reality. Students will learn that texts that use people as their subjects reflect the values and attitudes of their context of production (the producer of the text and the socio-cultural context in which it was produced.) Students need to have an understanding of the generic conventions of a range of these texts and consider how these are affected by their purposes and audiences and how these will affect texts produced in the future (what methods are used to make the text engaging, informative and/or influential?) Students will consider the effect on meaning of adhering to or deviating from generic conventions. Students will consider how the subjects of non-fiction narratives can be shaped by those texts that have been or may be written about them, and that our own sense of identity can be affected by our experiences with these texts. Students will speculate on various reader responses as a result of personal or socio-cultural context, intertextual knowledge, or knowledge of the subject or the author's context. <p>PRINCIPAL ASSESSMENTS:</p> <p>In-class Essays Students will complete a number of in-class/'practice' essays, in response to previous WACE Examination questions.</p> <p>Major Assessment point: Comprehension Common Test: Students will be presented with one or more written passages that they will need to write an extended response about in terms of how individuals are constructed and/or critiqued within them. (Students will be given two days notice of the question)</p> <p>Journal work: Students will be given opportunities to experiment with the analysis, evaluation and production of texts that deal with people as their subjects, and these tasks may provide evidence of achievement in the English Outcomes.</p>

Group identity & Issues in texts




Essential Content from 3A Unit Outline	Task type	description and core concepts
<p>CONVENTIONS</p> <ul style="list-style-type: none"> • Role of word usage and grammatical conventions in constructing conceptions of identity and otherness. • Role of connotation in reflecting and shaping conceptions of identity. • Relationship between generic conventions and conceptions of identity. <p>CONTEXTUAL UNDERSTANDING</p> <ul style="list-style-type: none"> • Influence of situational, social and economic contexts on production and reception of constructions of identity. • Situational, social, political, economic and cultural purposes served by constructions of identity and otherness. • Dominant and subordinate ideologies, and challenges to dominant constructions of identity. • Influence of previous and co-existing texts on constructions of identity in language. • Constructions of identity as social, rather than individual, constructions. • Roles of audiences in influencing constructions of identity. • Influence of situational and socio-cultural context on audience responses. • Ability of audience to challenge/resist constructions of identity. <p>PROCESSES AND STRATEGIES</p> <ul style="list-style-type: none"> • Use a variety of reading practices and reading on different levels. • Productive reading strategies such as overviewing, scanning, skimming, notemaking. • Comparing and synthesising ideas and language in texts, maintaining comprehension when dealing with more complex language. • Comparing, contrasting, evaluating and synthesising constructions of identity and arriving at own conclusions. • Identifying selection, omission and emphasis. • Identifying and critiquing nuances of word usage and grammatical conventions. • Analytical and critical approaches to texts. • Reflecting on the influence of language and culture on construction of identity. • Critiquing and evaluating constructions of identity and otherness. • Resistant writing practices. • Notemaking, planning, conferencing, drafting, revising, editing, proofreading strategies. • Reconstructing information and ideas in different forms, for different purposes and audiences. • Reflection on one's own use of language in relation to identity. 	<p>Production (written)</p>	<p>General focus: The representation of social groups (age, gender, class, ethnicity, religion, or occupation) and the development of the accompanying issues in texts that have within them people or characters who represent those groups.</p> <p>Students will explore different representations of at least one group's identity, and investigate the relationship between each representation, issues and the text's context or purpose of production. At the same time, they will examine the ways the shaping of texts positions the reader with regard to these groups.</p> <p>Students will <u>choose a social group as the focus of their own creative writing.</u></p> <p>In examining texts, students will:</p> <ul style="list-style-type: none"> • learn that to examine the representations of a social group/issue in texts is not necessarily what the text is inviting readers or viewers to consider. • learn that the language used in relation to specific social groups/issue will reflect the beliefs and values of the creator of texts and/or those of the socio-cultural context in which the texts were created, and can have an impact on our perception of those groups/issue. • consider the concept of 'otherness', and examine the power texts have to influence our perception of groups/issues to which we do not feel we belong/take ownership. • examine the ways that existing texts have established expectations that may be reinforced or challenged by new texts. • consider ways that texts can be used to reinforce or challenge dominant ideologies/ ways of thinking about groups/issues. <p>In composing texts, students will:</p> <ul style="list-style-type: none"> • consider the generic conventions specific to particular genres: <ul style="list-style-type: none"> ○ Formal conventions of layout and/or publication ○ Conventions of language, style and structure • make use of language devices within texts to suit specific purposes and audiences, • select and structure content to suit specific purposes and audiences, • modify or adhere to generic conventions to suit purpose. <p>PRINCIPAL ASSESSMENTS: Writing common test: In-class unseen question focusing on groups, issue representation.</p> <p>Portfolio work: The portfolio should contain planning and processing work completed in completing several responses.</p> <p>Journal work: Students may be given opportunities to experiment with the analysis, evaluation and production of texts that deal with sub-cultures/groups as their subjects, and these tasks may provide evidence of achievement in the English Outcomes.</p>

National identity /Issues/ Ideology



Essential content from 3A Unit Outline	Task type	description and core concepts
<p>CONVENTIONS</p> <ul style="list-style-type: none"> • Role of word usage and grammatical conventions in constructing conceptions of national identity (and otherness). • Role of connotation in reflecting and shaping conceptions of national identity. • Relationship between generic conventions and conceptions of national identity. <p>CONTEXTUAL UNDERSTANDING</p> <ul style="list-style-type: none"> • Influence of situational, social and economic contexts on production and reception of constructions of identity. • Situational, social, political, economic and cultural purposes served by constructions of identity and otherness. • Dominant and subordinate ideologies, and challenges to dominant constructions of identity. • Influence of previous and co-existing texts on constructions of identity in language. • Constructions of identity as social, rather than individual, constructions. • Roles of audiences in influencing constructions of identity. • Influence of situational and socio-cultural context on audience responses. • Ability of audience to challenge/resist constructions of identity. <p>PROCESSES AND STRATEGIES</p> <ul style="list-style-type: none"> • Use a variety of reading practices and reading on different levels. • Productive reading strategies such as over-viewing, scanning, skimming, note-making. • Comparing and synthesising ideas and language in texts, maintaining comprehension when dealing with more complex language. • Comparing, contrasting, evaluating and synthesising constructions of identity and arriving at own conclusions. • Identifying selection, omission and emphasis. • Identifying and critiquing nuances of word usage and grammatical conventions. • Analytical and critical approaches to texts. • Reflecting on the influence of language and culture on construction of identity. • Critiquing and evaluating constructions of identity and otherness. • Note-making, planning, conferencing, drafting, revising, editing, proofreading and rehearsal strategies. • Reconstructing information and ideas in different forms, for different purposes and audiences. • Reflection on one's own use of language in relation to identity. 	<p>Production (Oral)</p>	<p>Students will <i>investigate</i> how texts reflect and/or contribute to a reader/viewer's sense of national identity, or use representations of a nation to achieve their purposes. Some attention will need to be given to investigative procedures, such as choosing and refining a topic, research, conventions of quotation, citation and bibliography, and drawing conclusions.</p> <p>Students will then present a persuasive speech related to the idea of national identity, or how texts make use of particular representations of a nation to achieve their purposes.</p> <p>With regard to listening and speaking, students will:</p> <ul style="list-style-type: none"> • consider a range of stylistic devices that will enhance the effectiveness of their speaking, such as allusion, analogy, anecdote, figurative language. • adjust their speaking, considering intonation, pace, non-verbal language, vocabulary and phrasing for shades of meaning, emphasis and impact. • consider the most effective ways to influence and establish a rapport with their audience, considering the beliefs, values, assumptions and potential reactions of listeners. • be given opportunities to respond to the construction, performance and content of complex spoken texts. <p>With regard to their investigation, students will consider:</p> <ul style="list-style-type: none"> • The ways that their own (or another person's) sense of national identity has been/ could be impacted on by the cumulative effect of textual experiences, and can be influenced by individual texts as well. • The ways a reader's own personal/ cultural identity might impact on his or her response to a text. • The possibility of multiple meanings or readings of the same text. • The cultural myths or archetypal narratives that are repeated in texts (such as, in Australian texts, Aussie Battler archetypes or The Bush myth). • The relationship between the ways authors and directors select, structure and shape content and the representations that are produced within the text. ie students will examine a range of narrative, poetic, dramatic or expository conventions and describe the impact of their use on meanings and responses. • that the meanings, connotations or implications of language may vary between cultures, which can result in different interpretations depending on differences between the context of reception and the context of production. • that the representations of national identity found within texts may vary depending on the context of production, purpose or audience. <p>PRINCIPAL ASSESSMENTS:</p> <p>Viewing common test: Students will be provided with images requiring analysis in terms of representations of social groups or nations. Inclass – Unseen images analysis – essay response.</p> <p>Investigation and oral production: After examining a number of texts produced by or about the same nation (or different nations?), students will present a persuasive speech on an issue arising from their reading and/or viewing.</p>

Scheme of Assessment- UNIT 3B

 Language and Ideas		Listening Outcome 1	Viewing Outcome 2	Reading Outcome 3	Writing Outcome 4	Mark	Course Total %	Weeks (guide Only)
Investigation/ Response	<p>Students will study a range of Feature Articles that focus on social issues and ideas. Readings will include articles about social reformers and those ideas that challenge the status quo and dominant ideological thinking. Students will consider the accepted/dominant ways of thinking that determine what is good/ valid/ worthwhile and find texts that endorse or challenge these. (This will include texts that operate within the discourse of a particular field, or texts that explore this topic thematically.)</p> <p><u>Common test-</u> In class unseen-response to question pertaining to feature articles [No notes]</p>			✓	✓	15		8,9
Response	<p>Students will examine a range of rhetorical devices and their application in a variety of genres/forms of communication – the terms logos, pathos, and ethos will be explored in application. Students will also investigate the forms of logic – deductive and inductive reasoning, consistency/validity/soundness/ and completeness and the development of effective argument in response to a stance on an issue/topic. They will examine a range of essays which use these techniques.</p> <p><u>Task</u> Students will write an opinionative piece, using persuasive and rhetorical devices appropriate to the chosen written genre [home based written response]</p>			✓	✓	10	25%	9,10
Production (Written/ Visual)	<p><u>Novel</u> Students will read the principal class novel 'Great Expectations' by Charles Dickens during the school holidays. It would be expected that students will read this novel at least twice in preparation for the assessment points in this course. A close reading will be undertaken during several sessions and include an emphasis on the generic conventions.</p>		✓		✓			<p>Term 2 Wk 11</p> <p>Term 3 1,2</p>

	<p>Students will discuss issues arising from the close reading and their study of the novel. They will focus their attention to the way in which the issues relate to their own context [world of experience]. They will be expected to intertextualise the issues and actively compare the novel to other texts.</p> <p><u>Task:</u> In class essay in response to unseen question [no notes]</p>					15	15%	
Production (Written/ Visual)	<p>Analysis of Images</p> <p>Students will revise media codes and conventions and will bring increasing levels of sophistication to their analysis of visual images.</p> <p><u>Task:</u> In class analysis of images [choose at least one from four provided]</p>		✓	✓	✓	10	10%	3, 4
Production (Oral)	<p>Film Study</p> <p>Students will participate in a close study of a film introduced and presented by the classroom teacher. Students will be required to consider ways of discussing/ evaluating filmic texts and the establishment of reading positions in relation to visual texts.</p> <p><u>Common test-</u> Viewing In class essay based on the film</p> <p>Students will revise the conventions of oral presentations and revisit the conventions of rhetoric.</p> <p><u>Task</u> Students will prepare and present a FORMAL TALK in response to a film, selected by the student from the approved text list suggested by the Curriculum Council. [Selection will be negotiated with the classroom teacher] Students will examine the generic conventions that position the audience in relation to characterisation, issues, values and attitudes. Analysis will be <u>strictly</u> limited to 5 minutes.</p>	✓	✓			10	20%	5-8
EXAMINATION	<p>Revision – in Week 10</p> <p>Students are provided with opportunities to consolidate their achievement in the English Outcomes.</p>		✓	✓	✓		30%	10 Exam: Week 1 Term 3 Holidays

Journal Activity	Homework/Training Activity Students will prepare a journal task fortnightly during the course continuing from Semester 1. This task is considered compulsory skill practice. It has been designed with the intent of broadening student context, allowing practice of the concepts being taught and providing exposure to a broader range of text types than can be explored during the teaching program. It is expected that this activity will provide the students with added depth, and intertextual references. As it will provide evidence of all outcomes the assessment value, while minimal, will be included in/drawn from all other set tasks.	✓	✓	✓	✓		Imbedded 5%	On-going Fortnightly
Unit Total							100%	

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An excursion to a live theatre performance will be arranged during Semester One and will be considered a compulsory activity in order to provide students with the experience essential to the analysis of Drama [Visual Text]. This experience will be followed by class discussion and it is expected that students will respond in writing by preparing a Journal Response.

All students are expected to maintain a portfolio of work [in a document wallet in the classroom file system]. This file will include the formative work for each task and this work may be used to inform assessment of levels of achievement in each Outcome – particularly in the event of a concessional grade. Students are advised to complete all class and homework activities, maintain an up to date working portfolio and store all assessed work in the pre-arranged, easily accessible, location. Students may have their Listening and Speaking skills assessed during class activities.

In June, an excursion has been arranged for Stage 2 and Stage 3 students to the Curtin University English/English Literature Conference. This conference is designed to allow students access to key figures/speakers in the area of English Studies, including members of the Curriculum Committee and the Examination Panel. Students will attend a day of seminar sessions presented by these academics and will be provided with key pointers and synopses of syllabus concepts in preparation for the WACE exam. All students are expected to attend.

Additionally, in recognition of the value of modelling, students will be expected to purchase Good Answers 2011 from the Bookshop and to read it closely. Students will prepare at least one journal response identifying and explaining insights provided by this reading. Additionally, students are expected to incorporate insights from this publication in their writing and thus to reference this text – this is the KEY text to be used in revision weeks/examination.



The Subjective Nature of 'Ideas'

Essential Content from 3B- Unit Outline	Task type	description and core concepts
<p>CONVENTIONS</p> <ul style="list-style-type: none"> • Word usage and grammatical conventions: tone; vocabulary; syntax and punctuation; spelling; variations in word usage and grammatical conventions amongst disciplines, vocations and/or theoretical approaches; levels and nature of connotation associated with language associated with different disciplines, vocations and/or theoretical approaches. • Textual conventions: variations in generic conventions amongst fields, discourses and/or theoretical approaches. <p>CONTEXTUAL UNDERSTANDING</p> <ul style="list-style-type: none"> • Context: relationship between context and specialist language; effect of context on approaches to knowledge, such as its role in valuing particular areas of investigation, forms of evidence and modes of presentation. • Purpose: purpose/s of texts associated with particular fields, discourses and/or theoretical approaches; influence of particular approaches to knowledge and uses of language on the circulation of ideas in society and in creating dominant and subordinate understandings of the nature of the world; relationship between approaches to knowledge, language and ideology, variations in what are considered appropriate sources of information and forms of evaluation amongst different fields, discourses and/or theoretical approaches. • Audience: assumptions about audiences for texts associated with particular fields, discourses and/or theoretical approaches. <p>PROCESSES AND STRATEGIES</p> <ul style="list-style-type: none"> • Accessing and generating ideas and information: individual and group strategies for interpreting and producing new or unfamiliar language and genres and for processing new information, knowledge or concepts; variations in definitions of what constitutes an object of inquiry or problem amongst different fields, discourses and/or theoretical approaches; assessing authority and reliability of sources; dealing with conflict and disagreement. • Processing and organising ideas and information: individual and group strategies for interpreting and producing new or unfamiliar language and genres and for processing new information, knowledge or concepts; adopting different reading practices; comprehending and using complex syntax; comprehending and producing complex textual, linguistic and/or semantic patterns; discerning and interpreting linguistic and cultural nuances and complexities; identifying and using specialist generic conventions; synthesising ideas from a range of sources; identifying gaps and silences. • Reflection and evaluation: notemaking, planning, conferencing, drafting, revising, editing, proofreading and rehearsal strategies; evaluation of coherence and consistency of ideas; evaluation of use of evidence, logic and argumentation; comparison of texts; identification and evaluation of implicit assumptions, beliefs and values; critiquing texts in terms of contextual influence; evaluation of texts in terms of their possible social impact. 	<p>Investigation and response</p>	<p>Within any field of knowledge, the means by which we evaluate ideas and practices may seem 'obvious'. Students will consider who benefits and who is marginalised or disadvantaged by ways of thinking within institutions or fields of knowledge, and consider the role of texts in the circulation of ideas- influencing, challenging and developing people's views through the things they say, the voices and views they privilege, the judgements they make, and the capacity people have to publish/ compose or comprehend them.</p> <p>By examining texts producing within or about within a particular field of specialisation, students will be shown that the assumptions on which people base their judgements are not natural or logical, but based on values, thoughts and beliefs that may change over time, across cultures or between members of the same society. They will consider how these beliefs are perpetuated (or challenged) by the texts with which they are provided and others they encounter in their additional readings</p> <p>By examining such texts, students will learn strategies for examining the role of texts in all fields of study/knowledge or vocations.</p> <p>Additionally, students will develop understandings about concepts developed through philosophical enquiry, specifically examining the basis of logic: pathos, logos, ethos. They will also examine the art of rhetoric and reasoning: deductive and inductive reasoning-consistency, validity, soundness and completeness and the applications of these principles in the development of structured formal argument.</p> <p>To this end, they will consider:</p> <ul style="list-style-type: none"> ○ The preference given (through the text's construction) to some ways of thinking and behaving over others in fiction and non-fiction texts. ○ Archetypal narratives and common representations that perpetuate ways of thinking. ○ Specialised language/ jargon. ○ Connotative language that implies a value judgement. ○ Forms of evidence deemed to be acceptable, credible, reliable, valid, and the reinforcement of these through their constant use. ○ Assessing authority/ies and the credentials that support that authority. Are some credentials more valid than others and why? ○ Modes of presentation of ideas/ views. (what texts might one write/ publish/ present within this field?) ○ Sources of information within a field of enquiry- are some more popular, valid, acceptable than others? ○ The values and judgements associated with these elements. <p>PRINCIPAL ASSESSMENTS: Comprehension common task- students will be given a piece of writing and asked to examine the</p>

		means by which the writer attempts to achieve his/her purpose and the underlying values evident in the text.
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		<u>Home based written response-</u> students will prepare an opinionative piece of writing using the persuasive and rhetorical devices appropriate to the genre of their response.
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Canonic Texts: Issues and Ideas



Essential Content from 3B Unit Outline	Task type	description and core concepts
<p>CONVENTIONS</p> <ul style="list-style-type: none"> • Word usage and grammatical conventions: tone; vocabulary; syntax and punctuation; spelling; variations in word usage and grammatical conventions amongst disciplines, vocations and/or theoretical approaches; levels and nature of connotation associated with language associated with different disciplines, vocations and/or theoretical approaches. • Textual conventions: variations in generic conventions amongst fields, discourses and/or theoretical approaches, such as tone, voice and mode of address; oral protocols in resolving disagreements or conflicts. <p>CONTEXTUAL UNDERSTANDING</p> <ul style="list-style-type: none"> • Context: relationship between context and specialist language; effect of context on approaches to knowledge, such as its role in valuing particular areas of investigation, forms of evidence and modes of presentation. • Purpose: purpose/s of texts associated with particular fields, discourses and/or theoretical approaches; influence of particular approaches to knowledge and uses of language on the circulation of ideas in society and in creating dominant and subordinate understandings of the nature of the world; relationship between approaches to knowledge, language and ideology, variations in what are considered appropriate sources of information and forms of evaluation amongst different fields, discourses and/or theoretical approaches. • Audience: assumptions about audiences for texts associated with particular fields, discourses and/or theoretical approaches. <p>PROCESSES AND STRATEGIES</p> <ul style="list-style-type: none"> • Accessing and generating ideas and information: individual and group strategies for interpreting and producing new or unfamiliar language and genres and for processing new information, knowledge or concepts; variations in definitions of what constitutes an object of inquiry or problem amongst different fields, discourses and/or theoretical approaches; assessing authority and reliability of sources; dealing with conflict and disagreement. • Processing and organising ideas and information: individual and group strategies for interpreting and producing new or unfamiliar language and genres and for processing new information, knowledge or concepts; adopting different reading practices; comprehending and using complex syntax; comprehending and producing complex textual, linguistic and/or semantic patterns; discerning and interpreting linguistic and cultural nuances and complexities; identifying and using specialist generic conventions; synthesising ideas from a range of sources; identifying gaps and silences. • Reflection and evaluation: notemaking, planning, conferencing, drafting, revising, editing, proofreading and rehearsal strategies; evaluation of coherence and consistency of ideas; evaluation of use of evidence, logic and argumentation; comparison of texts; identification and evaluation of implicit assumptions, beliefs and values; critiquing texts in terms of contextual influence; evaluation of texts in terms of their possible social impact. 	<p>Production (written)</p>	<p>Students will examine the concept of the <i>Western Canon of Literature</i>. They will examine a criteria of books and, more broadly, music and art that have been the most important and influential in shaping Western culture. This will allow an examination of the system of judgement which identifies the "greatest works of artistic merit." The canon is important to the theory of educational perennialism and the development of "high culture". In this way they will experiment with/question the adoption of an approach that would be considered ideologically acceptable and one that may be considered challenging, alternative or controversial.</p> <p>Secondary texts to be discussed might include prose fiction, poetry, drama, a review, feature article, academic essay, journal article or promotional material of some sort. However, the primary text under close study will be <i>Great Expectations</i> by Charles Dickens.</p> <p>Students will consider:</p> <ul style="list-style-type: none"> • the generic conventions of the text types they choose to read, and in their own writing adhere closely to those conventions (or consciously subvert them for effect), • the purpose for writing, and in their own writing how best to achieve that purpose, • the audience for whom the text was written or for whom they are writing, selecting the language and content appropriate for that audience, • the construction of common representations or archetypal narratives reflecting conventional ways of thinking, • methods used to position the reader by giving preferential treatment to some ways of thinking over others, • how to draw on external sources to add validity to arguments their own or others, • the use of specialist and connotative language, forms of evidence, authority figures (and their credentials), and other verbal or non-verbal language elements to enhance the success of their writing. • the application of planning, drafting, and editing strategies at word and whole text level (where possible), and how these will enhance the finished product. <p>PRINCIPAL ASSESSMENTS:</p> <p><u>Written production:</u> A number of pieces of writing reflecting their close reading practice</p> <p><u>Common test- Writing</u> In class essay in response to an unseen question</p>



Reading of Visual Texts and Film Study

Essential content from 3B Unit Outline	Task type	description and core concepts
<p>CONVENTIONS</p> <ul style="list-style-type: none"> • Word usage and grammatical conventions: tone; vocabulary; syntax and punctuation; spelling; variations in word usage and grammatical conventions amongst disciplines, vocations and/or theoretical approaches; levels and nature of connotation associated with language associated with different disciplines, vocations and/or theoretical approaches. • Textual conventions: variations in generic conventions amongst fields, discourses and/or theoretical approaches, such as tone, voice and mode of address; oral protocols in resolving disagreements or conflicts. <p>CONTEXTUAL UNDERSTANDING</p> <ul style="list-style-type: none"> • Context: relationship between context and specialist language; effect of context on approaches to knowledge, such as its role in valuing particular areas of investigation, forms of evidence and modes of presentation. • Purpose: purpose/s of texts associated with particular fields, discourses and/or theoretical approaches; influence of particular approaches to knowledge and uses of language on the circulation of ideas in society and in creating dominant and subordinate understandings of the nature of the world; relationship between approaches to knowledge, language and ideology, variations in what are considered appropriate sources of information and forms of evaluation amongst different fields, discourses and/or theoretical approaches. • Audience: assumptions about audiences for texts associated with particular fields, discourses and/or theoretical approaches. <p>PROCESSES AND STRATEGIES</p> <ul style="list-style-type: none"> • Accessing and generating ideas and information: individual and group strategies for interpreting and producing new or unfamiliar language and genres and for processing new information, knowledge or concepts; variations in definitions of what constitutes an object of inquiry or problem amongst different fields, discourses and/or theoretical approaches; assessing authority and reliability of sources; dealing with conflict and disagreement. • Processing and organising ideas and information: individual and group strategies for interpreting and producing new or unfamiliar language and genres and for processing new information, knowledge or concepts; adopting different reading practices; comprehending and using complex syntax; comprehending and producing complex textual, linguistic and/or semantic patterns; discerning and interpreting linguistic and cultural nuances and complexities; identifying and using specialist generic conventions; synthesising ideas from a range of sources; identifying gaps and silences. • Reflection and evaluation: notemaking, planning, conferencing, drafting, revising, editing, proofreading and rehearsal strategies; evaluation of coherence and consistency of ideas; evaluation of use of evidence, logic and argumentation; comparison of texts; identification and evaluation of implicit assumptions, beliefs and values; critiquing texts in terms of contextual influence; evaluation of texts in terms of their possible social impact. 	<p>Visual/ Written Production</p> <p>Production (Oral)</p>	<p>Students will undertake image and film study utilizing concepts of media modes and form, perceptions and demands of audience, representation, construction and the codes and conventions of visual texts. Particular emphasis will be placed on the nature of reality and the concept of realism. Students will examine a range of images which reinforce or confront stereotypes, and investigate archetypes and countertypes. The use of visual metaphor and the system of visual symbol-making will be unpacked allowing for the development of visual literacy. The representation of ideas, beliefs, and ideologies will be the key focus.</p> <p>Students will watch a film selected by study by the classroom teacher and undertake a close reading of the text. Students will then provide a formal essay response to a question provided.</p> <p>Students will then select a film from the approved text list provided by the Curriculum Council and undertake a close reading of that text, undertaking research, and reading around the text to ensure they have a strong understanding of the context of the production of the text. Having deconstructed the text, they will prepare a formal talk examining the generic conventions that position the audience in relation to characterisation, issues, values and attitudes.</p> <p>Each student speaker will explain and support his proposition, giving evidence, referring to authorities, selecting language and details to make his argument more effective and attempting to appeal to the group members' values, attitudes, and ways of thinking about the world based on research into the film/producer's/director's values and goals.</p> <p>In their formal talk, students will be expected to</p> <ul style="list-style-type: none"> - Demonstrate a thorough knowledge of the text, its construction, the issues/ideologies it deals with [beliefs/attitudes], the craftsmanship evident in audience positioning, the use of visual metaphors and motifs, provide/imbed intertextual references and links - Develop their argument logically and coherently - Substantiate their argument with up-to-date and substantiated evidence - Acknowledge sources [quotations, facts, statistics etc] providing publication or broadcast detail where appropriate/relevant - Consider counter-arguments to the position taken, state them clearly and indicate why you reject these alternative views/readings - Demonstrate your fair-mindedness and that they have thoughtfully researched the issues/ideologies from several perspectives. - Demonstrate an awareness of context, audience and purpose, structuring their presentation effectively within the set time limit. Audience members will be expected to actively participate, and propose questions and counter arguments at the conclusion of the talk. Speakers will be

		<p>expected to address these comments/objections.</p> <p>Students will be expected to prepare a handout for the class on the film they have selected which provides key points of analysis to inform their peers.</p> <p>Students will be expected to pre-empt possible reactions, questions, misunderstandings, objections or counter-arguments, attempt to build a rapport with their fellow students. Students will be provided with strategies for, and where possible models of effective speaking in this context.</p> <p>An additional assessment of students' viewing practices will be made in the form of a common test designed to reflect the viewing section of the WACE examination [still images].</p> <p>PRINCIPAL ASSESSMENTS:</p> <p><u>Formal Talk-</u> Students will be assessed separately on their performance during the talk/discussion – that is, quality of the presentations [speakers], and audience participation will be evaluated.</p> <p><u>Portfolio and class handout.</u> Preparation for formal talks- notes about the filmic text, research and context will be provided by each student. The class handout will be assessed as evidence of research/deconstruction.</p> <p><u>Common Test- Viewing</u> Students will be provided with one or more unseen visual images requiring analysis according to the question/s posed. This will be a WACE preparatory task.</p>
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The assessment of student learning as described in this document includes both **assessment** and **evaluation**:

- verbal or written feedback provided to the student on completed tasks is primarily descriptive and emphasizes strengths, identifies solid points of argument and/or weaknesses/challenges and points to next steps (formative) – this may include correcting students errors and comments as appropriate [a form of short-hand may be used e.g. *s* = incorrect spelling, *g* =grammar flaws, *par* =paragraphing structures, // =may indicate a paragraph was needed. [Please ask your teacher if you do not understand the notations on your work.] It needs to be emphasised that, functional literacy would be considered essential at this level of study and that teachers would not expect to correct numerous functional errors in assignment work. Should a teacher encounter many faults in submitted work, they may choose not to correct these flaws in order to concentrate on the quality of the argument. This will be discussed with the student.
- assessment may be accompanied by a number or letter grade (summative)
- such assessment compares the student's achievement with standards provided by the Curriculum Council
- the results of this process are communicated to the student [and parents] in writing, either on the task itself, through letters of concern or commendation, or in a formal reporting process
- an evaluative process occurs at the completion each learning unit

with the result that finally:

- a judgment is made on the basis of a student's performance against a Standards Rubric
- this will occur after a standardized process of measurement of a student's varying levels of comprehension and application of the concepts taught/learnt, allowing the student to be ranked against their cohort of peers

Understandings:

- to ensure students are provided with numerous opportunities to prepare for the WACE examination conditions, a number of assessments have been planned under timed conditions in class
- in pursuit of equity, common tasks will be divided between the teaching team and marked by a number of teachers using the common rubric– following the marking process, some discussion will occur to ensure moderation within the team
- in preparing for the marking/grading process, teachers will be/have been informed by professional development sessions and review of Curriculum Council guidelines

Teachers bring academic knowledge and a rich history of professional conversations to their judgements of student work. Sometimes, to the student, this process can seem subjective. However, the teacher is required to make an 'on balance judgement', weighing up a number of factors to award a grade.



As an indication of the aspects the teacher will take into consideration when making a judgement, the following table may provide some illumination:

Addressing the question	Expression	Understanding	Structural clarity	Context	Knowledge of Texts	/20	/30
Addresses the question with sophistication Engages intellectually with the question	Excellent expression	Excellent understanding of key concepts	Sophisticated construction of clear and logical argument	Sophisticated use of literary terms/language of the syllabus Intelligent use of quotations and textual examples Demonstrates originality	Excellent knowledge of texts and their contexts	18-20	28-30
Addresses the question very competently	Very competent expression	Very competent understanding	Very competent construction of clear and logical argument	Very competent use of literary terms/language of the syllabus Competent use of quotations and textual examples	Very competent knowledge of texts and their contexts	16-17	24-27
Addresses the question competently Has points but sometimes fails to link their significance back to the question	Competent expression	Competent understanding	Competent understanding of sound argument	Competent use of literary terms Competent use of quotations and textual examples	Competent knowledge of texts and their contexts	13-15	20-23
Barely adequate addressing of the question and is rather simplistic	Expression not always clear	Some understanding	Barely adequate construction of argument	Barely adequate use of literary terms/language of the syllabus Barely adequate use of quotations and textual examples	Barely adequate knowledge of texts and their contexts	10-12	15-19
Inadequate focus on the question	Inadequate expression	Inadequate understanding	Inadequate construction of argument	Inadequate awareness of literary terms/language of the syllabus Inadequate use of quotations and textual examples	Inadequate knowledge of texts and their contexts	8-9	12-14
Poor focus on the question Poor understanding of the question	Poor expression	Poor understanding	Poor argument	Misuse of literary terms Misuse of quotations and textual examples	Poor knowledge of texts and their contexts	4-7	6-11
No engagement with the question	Very poor expression	No understanding	No argument	No use of literary terms/language of the syllabus No use of quotations and textual examples	No knowledge of texts and their contexts	0-3	0-5

The Curriculum Council provides a guide to grading and it can be found on the next page:



Grade descriptions

English Stage 3

Grades are allocated at the end of a unit or semester based on the rank order of students. Grades should not be allocated to individual assessments.

A	Demonstrates sustained control of sophisticated language conventions, varying expression to manipulate language for effect.
	Demonstrates a sophisticated understanding of purpose, audience and genre in producing and responding to complex texts.
	Demonstrates understanding of a variety of contexts and synthesises understandings to produce and make critical judgments about texts.
	Develops structures to manipulate audience responses and makes meaningful connections between a variety of texts.
B	Demonstrates control of language conventions for clarity, variety and fluency, and manipulates language for effect.
	Demonstrates a clear understanding of purpose, audience and genre in producing and responding to texts.
	Demonstrates understanding of contexts to produce and make critical judgments about texts.
	Develops well-structured responses that make meaningful connections between texts.
C	Demonstrates control of most language conventions for clear communication.
	Demonstrates an understanding of purpose, audience and genre in producing and responding to texts.
	Demonstrates some understanding of the significance of context in producing and making meaning/s of texts.
	Develops clear responses and makes appropriate references to other texts; may include references to familiar experiences.
D	Generally demonstrates appropriate use of language conventions.
	Demonstrates awareness of language requirements and of genre, but shows limited understanding of purpose and audience.
	May demonstrate awareness of context in addressing familiar aspects of the topic or task.
	May attempt to organise ideas but includes little supporting evidence.
E	Demonstrates some control of language conventions.
	Meets few requirements of the task.
	Generally demonstrates literal understanding of texts and little or no understanding of context.
	Offers ideas that are not related or are disconnected.